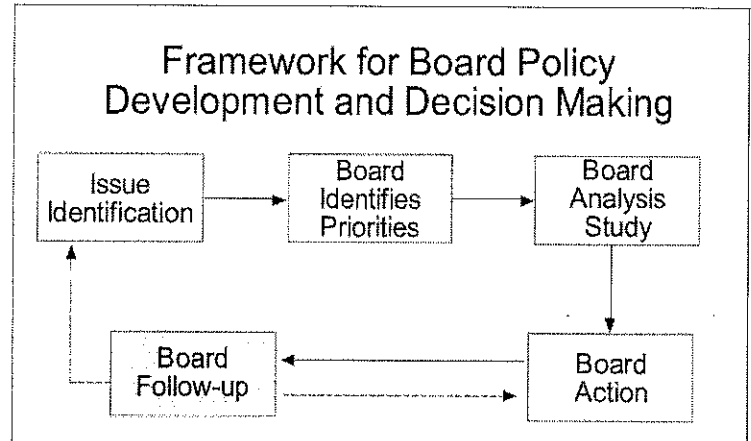


# Iowa State Board of Education

## Executive Summary

January 25, 2018



- Agenda Item:** Iowa Central Community College (ICCC) Interim Accreditation Report, Fiscal Year (FY) 2017 – Resolution Follow-up
- State Board Priority:** Increasing Accessibility of Career and Technical Education, Work-Based Learning, and Community College Credit and Preparing Productive Citizens for Rewarding Careers
- State Board Role/Authority:** Iowa Code section 260C.47(3) grants authority to the State Board of Education to determine whether the programs of a community college shall remain accredited.
- Presenters:** Jeremy Varner, Administrator  
Division of Community Colleges and Workforce Preparation  
Barbara Burrows, Chief  
Bureau of Community Colleges
- Attachments:** One
- Recommendation:** It is recommended that the State Board hear and discuss this information.
- Background:** The attached final resolution letter, sent to ICCC's president, Dr. Daniel Kinney, on December 5, 2017, documents how each of the findings in ICCC's FY 2017 interim accreditation review have been resolved to the satisfaction of the Department's community college accreditation team. The Department conducted ICCC's interim accreditation review on November 14-15, 2016, and the State Board approved their report and continuing accreditation on January 19, 2017. However, due to numerous findings, the State Board asked the accreditation team to follow-up with them regarding the college's progress to resolve its issues.





# STATE OF IOWA

KIM REYNOLDS, GOVERNOR  
ADAM GREGG, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
RYAN M. WISE, DIRECTOR

December 5, 2017

Dr. Daniel P. Kinney, President  
Iowa Central Community College  
One Triton Circle  
Fort Dodge, Iowa 50501

Dear Dr. Kinney:

As mandated by Iowa Code 260C.47, the Iowa Department of Education (DE) completed a state accreditation evaluation visit with Iowa Central Community College (ICCC) on November 14-15, 2016, which was documented in the attached *ICCC's Accreditation Report*. This report and ICCC's re-accreditation through FY 2022 was approved by the State Board of Education on January 19, 2017.

As part of the report, the DE stated that they would follow-up with ICCC on the four accreditation "findings" copied below. Bureau Chief, Barbara Burrows, and Education Program Consultant, Chris Russell, met at the ICCC campus with Dr. Dre Johnson, Vice President of Instruction, on November 17, 2017, to conduct a review of faculty qualifications and finalize all findings. The resolution for each finding is provided, with any final resolution noted, when necessary.

**A. Faculty Qualifications Finding (p.7 of report):**

Based on the DE team's initial review of randomly selected faculty members' qualifications, it was determined that six instructors did not meet state minimum faculty standards for some of the courses they taught in FY 2016.

Details of each of these findings were shared with ICCC's Chief Academic Officer (CAO) and accreditation liaison for further review of internal documentation. On December 2, 2016, the DE review team received follow-up communication from the CAO regarding the six instructors. Sufficient documentation was provided to resolve the concerns regarding one instructor. Additionally, it was stated that three of the instructors will no longer teach the courses in which qualifications were not documented. The remaining two concerns, dealing with instructors who teach both CTE and transfer courses, have not been sufficiently resolved and will require follow-up communication between the DE accreditation team and ICCC academic administration.

*To address these issues, ICCC will: (1) communicate with the DE by March 15, 2017, regarding the two unresolved faculty members; (2) submit a plan to the DE by June 1, 2017, outlining procedural changes to their faculty qualifications review process to ensure these instances of non-compliance do not occur in the future; and (3) participate in a one-day follow-up DE visit in November 2017, to review the personnel files of a randomly selected set of faculty members to ensure the college is following their plan and sufficiently documenting evidence of compliance with this Iowa Code regarding faculty*

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*qualifications. At that time, the DE representative(s) will employ the new HLC and state criteria of 18 graduate semester hours in the instructional field for faculty teaching Liberal Arts and Sciences (transfer) courses.*

**Resolution: ICCC now meets this accreditation standard.** The Vice President of Instruction worked with DE staff on the two unresolved instructor qualification issues and it was determined that one of these instructors was not qualified and would no longer teach the Sociology course that was in question. The other faculty issue was resolved when the DE agreed with ICCC that the instructor was qualified to teach the Criminal Justice course because ICCC treats the course as a CTE course rather than a transfer course.

In addition, ICCC created and submitted a stronger Faculty Credentialing Review process to ensure each instructor meets minimum qualifications. The DE suggested some policy language to make the process more clear and consistent, which ICCC incorporated.

The DE's visit on November 17, 2017, included a review of eight randomly selected faculty members' qualifications. It was clear that all eight faculty had been accurately reviewed and are teaching courses for which they are qualified. The college's new process had been followed and documented accurately and clearly.

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**B. Special Needs Finding (p.9 of report):**

The annual and continuous nondiscrimination statements need to be prominent, complete, and consistent on the website and in all major publications, including handbooks, flyers, brochures, and all academic, housing, and athletic material directed at students and the community. Both the nondiscrimination and the ADA Special Assistance statement should be on all course syllabi, with contact information for both the equity and the disability services (academic assistance or accommodations) coordinators. ICCC is encouraged to use the DE's "Nondiscrimination Statement Guidance" provided to all community colleges in fall 2014 (updated September 2016) and included with their SharePoint accreditation guidance.

*To ensure resolution of this finding, the DE accreditation team will review ICCC's website and publications for compliance in November 2017, or sooner upon ICCC's request.*

**Resolution: ICCC now meets this accreditation standard.** The college has reviewed all major publications and a consistent nondiscrimination statement has been included in each. A DE review of the college website and selected publications shows a consistent and complete nondiscrimination statement. They also have established a process to approve and publish the required statement within major publications.

**C. CTE Program Evaluations and Timeline (p.11 of report):**

During ICCC's previous FY 2013 State Comprehensive Review, the DE team reported that "some programs at ICCC are evaluated only at the time of external review/accreditation, which could be as long as eight years" (page 7). With the documentation provided and via on-site interviews, the current DE team found that this finding has not been sufficiently remedied. They noted there were CTE programs missing from the review schedule provided and two of the randomly selected programs requested for the desk review had not been completed due to a misunderstanding regarding whether they required formal program review.

*By June 1, 2017, ICCC will provide the DE with a complete review schedule consisting of all approved CTE programs to ensure that at least 20 percent are reviewed annually.*

Additionally, the DE team found that a number of ICCC's CTE programs listed in their 2016-17 college catalog did not match the approved Educational Program Reports (AS-28) archived in CurricUNET. Discrepancies included total number of program credits, courses within the programs, and course credit hours. Additionally, some programs had compliance issues regarding program length or other state-required components such as course contact hours, general education credits or categories, and the percentage of technical core courses. All program compliance issues were shared with ICCC's academic administrators in order for them to develop a plan to remedy these program issues within the next 12 months.

*By June 1, 2017, ICCC will provide the DE with a plan to remedy these issues.*

**Resolution: ICCC now meets this accreditation standard.** ICCC provided a complete review schedule of all CTE programs going back to 2010-11 and for program reviews scheduled through 2020. The college has also updated their program review process. On June 5, 2017, Chris Russell reviewed the list of programs by review year against the CurricUNET database and found a thorough match for all programs.

ICCC also developed a plan for reviewing the catalog and ensuring proper procedures are followed, with complete alignment across all components so that CurricUNET is updated to match the catalog. The college has a team of individuals assigned to each section of the catalog to review for compliance and consistency with the college website, program shells, degree sheets, CurricUNET, Navigate, and the college view book. The first due date for the catalog review was July 15, 2017. The documentation of the process was outlined and a review of the 2017-18 college catalog illustrated that the required changes have been made through the curriculum process.

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**D. Compliance with Non-Accreditation State or Federal Requirements (p.15 of report):**

In their review of the 2010 Higher Learning Commission (HLC) Report and ICCC's 2016-17 college catalog, the DE team noted a statement that raised concern that they then discussed with ICCC's academic leadership. Page 27 of the catalog states that there is a 1.8 GPA requirement for CTE diploma and certificate students.

Dr. Daniel P. Kinney  
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December 5, 2017

This requirement seems to present an equity issue between students with financial aid who are required to maintain a 2.0 GPA as part of their standards for academic progress (page 19) versus students who do not receive financial aid. During interviews, the DE team noted that review of this 1.8 GPA standard was also recommended by the HLC in 2010 (Report of Comprehensive Visit, p.31) with regard to ICCC's Associate of General Studies degree. The HLC team noted that this GPA requirement varies from standard practice at other colleges, as well as from other ICCC degrees.

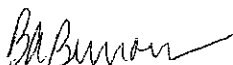
*The DE accreditation team requests that ICCC review this requirement and submit a plan by June 1, 2017, to remedy this equity issue and standardize program requirements.*

**Resolution:** This request has been satisfactorily fulfilled. ICCC has changed their GPA requirement for CTE diploma and certificated students from a 1.8 to 2.0 to standardize program requirements. Starting in the fall of 2017, all entering students will be required to have a minimum of a 2.0 GPA at ICCC. The change was approved by ICCC Board of Directors on March 7, 2017.

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The DE accreditation team commends the leadership of ICCC for their prompt and conscientious efforts to resolve the aforementioned accreditation findings. It has been a pleasure working with Dr. Johnson, Vice President for Instruction; Stacy Mentzer, Institutional Effectiveness; and ICCC's administrative team regarding the resolution of these findings. We thank Iowa Central Community College administrators, faculty, and staff for the learning and development opportunities they provide to their students and the communities and businesses in their service region.

Sincerely,



Barbara Burrows, Ph.D.  
Chief, Bureau of Community Colleges  
515/281-0319

BB/sew

cc: Jeremy Varner, Administrator, Division of Community Colleges and Workforce Preparation  
Pradeep Kotamraju, Chief, Bureau of Career and Technical Education  
Chris Russell, Educational Program Consultant, Bureau of Community Colleges  
Eric St Clair, Educational Program Consultant, Bureau of Career and Technical Education  
Zoë Thornton, Educational Program Consultant, Bureau of Career and Technical Education